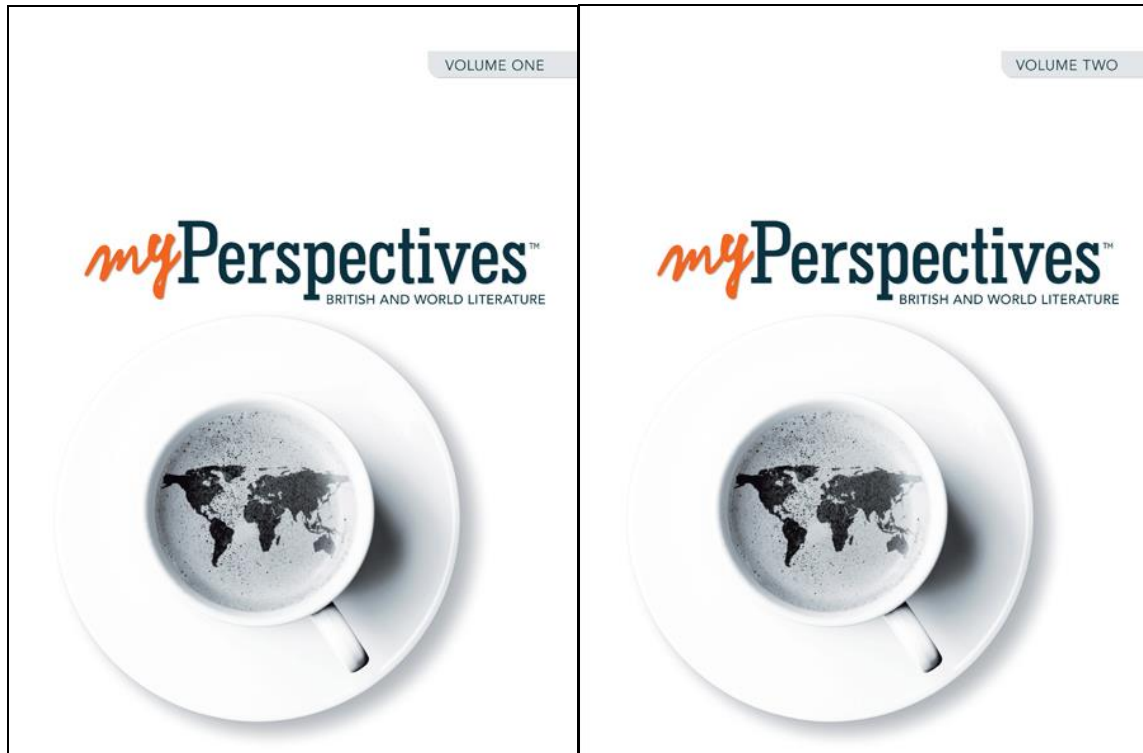


A Correlation of



Grade 12

To the

**English Language Arts/Literacy
Grade-Level Instructional Materials
Evaluation Tool
Grade 12**

A Correlation of myPerspectives English Language Arts, Grade 12 to the ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grades 11-12

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **ELA/Literacy Grade-Level Instructional Materials Evaluation Tool**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title as well as digital resources.

myPerspectives™ English language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate-and defend-their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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<p>NON-NEGOTIABLE 1: TEXT COMPLEXITY</p>	
<p><i>Even though the materials under review have already met the quantitative and qualitative measures of the IMET for grade-band analysis, the guiding statements provided in this section will examine text complexity in order to differentiate quality and richness among the texts your district is considering for adoption. To address the standards for grades eleven and twelve, the submitted materials need to create the conditions for rich and robust discussion and writing for ALL students (struggling readers, students with identified academic disabilities, English language learners, students who are performing at grade level, and advanced students).</i></p>	
<p>Literature and Informational Text</p>	
<p>NN1a. The texts present rich and embedded relationships between and among characters, ideas, and concepts that are conveyed through masterful style and structure. (See exemplars in CCSS, Appendix B.)</p>	<p>At the 12th grade level, in <i>myPerspectives</i>, instructors can follow a clear, consistent unit - design that allows for continuous student engagement in their reading activities. Students engage in whole and small group learning through one or more texts within the unit. They participate in guided learning activities, including specific reading instructions that allow for careful reading of the text.</p> <p>See the following examples:</p> <p>SE/TE: Author’s Choices: Character Development, 155; Author’s Choices: Structure, 312; Imagery and Archetypes, 332; Shakespearean Tragedy, 349; Rhetorical Devices, 502; Forms of Address, 756; Analyze the Text, 154; Speaking and Listening: Oral Recitation, 313</p> <p>TE: Analyze Character, 4, 441; Analyze Characterization, 308, 590; Examine Character, 265; Investigate Character, 262; Explore Character, 317; Explore Characterization, 306</p>

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<p>NN1b. The materials consistently include a mix of short and full selections that contain rich and challenging content, ideas, and academic language worthy of close reading. (See exemplars in CCSS, Appendix B.)</p>	<p>Throughout <i>myPerspectives</i>, 12th grade level, short, challenging, and complete texts worthy of close reading exist. The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole-Class and Small-Group Learning activities.</p> <p>See the following examples: SE/TE: <i>from</i> Beowulf, 19 (Epic Poetry) <i>"Shakespeare's Sister"</i>, 191 (Essay) <i>The Tragedy of Macbeth</i>, 260, 281, 297, 315, 335 (Drama) <i>"Poetry Collection: Sonnets by William Shakespeare"</i>, 374 (Poetry) <i>"Gulliver's Travels"</i>, 441 (Novel Excerpt) <i>"Araby"</i>, 505 (Short Story) <i>"from Frankenstein"</i>, 585 (Novel Excerpt)</p>

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<p>NN1c. The materials consistently provide opportunities to read both literary and informational texts in the grades eleven through twelve text complexity band, as well as texts that could be encountered in a typical first-year, credit-bearing college course or workforce training program.</p>	<p>In <i>myPerspectives</i>, 12th grade level materials are incorporated for careful reading and provides ideas for students to utilize while reading informational or literary text of varying complexity levels. The materials for Grade 12 meet the criteria as the vast majority of anchor texts are widely read works that have been in the public eye for a length of time. The Table of Contents includes a complete listing of the multi-genre texts chosen for interest level and driven by the Essential Question. See the following examples:</p> <p>SE/TE: Teaching: <i>The Tragedy of Macbeth Act I</i>, Unit 3: 260-275; Teaching: <i>The Tragedy of Macbeth Act II</i>, Unit 3: 281-292; Teaching: <i>Lines Composed a Few Miles Above Tintern Abby from The Prelude</i>, Unit 5: 554-561; Teaching: <i>Ode to a Nightingale Ode to the West Wind</i>, Unit 5: 570-576; Teaching: <i>from Frankenstein</i>, Unit 5: 585-596</p> <p>The "Acknowledgements and Credits" section at the conclusion of each Teacher's Guide includes copyright and permissions information for high-quality, previously published informational and literary texts <i>myPerspectives</i> Grade 12. See TE: Acknowledgements and Credits, R81–R86.</p>

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<p>NN1d. Materials provide strategies for grade-level vocabulary acquisition.</p>	<p>At the 12th grade level, in <i>myPerspectives</i>, vocabulary learning strategies are consistently built into the unit using vocabulary from any given text within the unit. Opportunities for vocabulary building and development are provided from beginning to end of unit, alongside practical word applications. Academic Vocabulary is presented and then integrated into lesson activities throughout the unit.</p> <p>Students are specifically reminded to practice learning vocabulary with Work Network strategies that help students learn similar words in clusters. Language Development activities after each selection require students to practice concept vocabulary introduced before the selection and used throughout the reading, as well as provide an opportunity to do a Word Study that explores roots of words to help develop students' ability to understand and use critical vocabulary words in their responses and writings.</p> <p>See the following examples:</p> <p>TE: Teaching: <i>Making Meaning: Language Development: Concept Vocabulary, Word Study, 277</i>; Teaching: <i>Making Meaning: Language Development: Concept Vocabulary, Word Study, Vocabulary Development: Reinforce Concept Vocabulary, 293</i>; Teaching: <i>Concept Vocabulary, Word Study, 566</i>; Introduction: <i>Academic Vocabulary: Personal Narrative, Personalize for Learning: English Language Support: Cognates, 541</i>; Teaching: <i>Making Meaning: Language Development: Concept Vocabulary, Word Study, Vocabulary Development: Root Words, 580</i>; Academic Vocabulary, 5, 115, 239, 415, 539, 677</p>

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<p>NON-NEGOTIABLE 2: QUESTIONS AND TASKS</p>	
<p><i>At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions reference specific text and draw student attention to the text they are reading. This requirement is already met if the district used the IMET screen. Text-dependent questions that address the grades eleven and twelve standards will be described in greater depth in Alignment Criterion II.</i></p>	
<p>ALIGNMENT CRITERION I: RANGE AND QUALITY OF TEXTS</p>	
<p><i>Materials must reflect a wide range of text types and genres, as required by the standards. In grades eleven and twelve, and across all other grade levels, there should be ample texts on topics that can support sustained study. Knowledge built at one grade level should be expanded in other grade levels. Topics should take into account individual student academic needs and interests in order to foster independent reading. It is also imperative that the included topics and themes are compelling enough to read multiple times and are aligned to district needs. Pay particular attention to the guidance provided in Appendix B of the Common Core State Standards.</i></p>	
<p>Literature and Informational Text</p>	
<p>1a. The range of materials, both print and digital, allows teachers and students to explore content that coherently and systematically builds knowledge and grade-level vocabulary across subjects, themes, and topics. (See CCSS Appendix B for examples of grade-level knowledge demands.) Text sets also address a wide variety of student interests, and are likely to foster independent reading.</p>	<p><i>myPerspectives</i> provides multiple pathways to help students address a wide variety of interests, and are likely to foster independent reading. Comprehension and vocabulary activities exist for each selection in the text.</p> <ul style="list-style-type: none"> • <i>Independent Learning</i> selections, accessible via the interactive Student Edition includes challenging high-interest selections. • <i>Performance Tasks and Performance-Based Assessment</i> are integrated for careful analyses of text through discussion and writing based activities that are strategically incorporated to compliment the text. • <i>Teaching with Trade Books</i> provide students with another perspective on the topic. Trade Book lesson plans are available online in MyPerspectivesPlus. • Research and Writing activities at the conclusion of selections allow students to explore individual interests.

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<p>(Continued)</p>	<p>(Continued) See the following examples:</p> <p>SE/TE: Concept Vocabulary, 198, 212, 396, 690, 702 Comprehension Check, 43, 80, 162, 221, 347, 395, 499, 563, 734 Analyze Craft and Structure, 45, 195 Research, 99 Writing to Sources, 197, 295, 352 Teaching with Trade Books, T38-T49 Whole-Class Learning, 16A-49, 126A-159, 250A-279, 426A-437, 438A-451, 584A-603 Small-Group Learning, 84A-95, 178A-189, 372A-383, 384A-399, 490A-503, 624A-635 Independent Learning, 102-105, 402-405, 528-531, 770-773 Performance Task: Write an Argument, 62-69, 360-367; Write an Explanatory Essay, 166-173 Performance-Based Assessment, 108, 232, 408, 534, 672, 776</p>

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<p>1b. Text sets include a diverse range of high-quality, culturally responsive, and appropriate topics and themes. Texts from diverse cultures reflect the same high-quality features that are demanded of all texts.</p>	<p>At the 12th grade level, the texts in <i>myPerspectives</i> have been carefully selected to enable students to encounter a wide and rich range of literary and informational texts. Texts were chosen based on criteria such as literary merit, author’s craft, themes, gender and cultural representations, and experiences, insights, readability, and diversity. Six units of study including Inside the Forging a Home, Reflecting on Society, Facing the Future, Confronting the Past, Seeing Things New, Discovering the Self, and Finding a Home.</p> <p><i>myPerspectives</i> provides a range of reading opportunities both literary and literary nonfiction/information and include narrative fiction, graphic novel experts, poetry, drama, prose, functional and foundational texts and documents, folktales, myths, and traditional literature. The Table of Contents identifies the genres of each text included in the program. For a complete listing of all materials see the Table of Contents on pages T6–T17 of the Teacher’s Edition.</p> <p>See the following examples:</p> <p>SE/TE: Teaching: <i>from Beowulf</i>, 18–48; Teaching: <i>The Tragedy of Macbeth Act I</i>, 260-275; Teaching: <i>The Tragedy of Macbeth Act II</i>, 281-292; Teaching: <i>Lines Composed a Few Miles Above Tintern Abby from The Prelude</i>, 554-561; Teaching: <i>Ode to a Nightingale Ode to the West Wind</i>, 570-576; Teaching: <i>from Frankenstein</i>, 585-596</p>
<p>1c. Materials include a rich and diverse sampling of literary texts including, but not limited to:</p> <ul style="list-style-type: none"> • Poetry and drama, including selections from Shakespeare and American authors 	<p>SE/TE: <i>from Beowulf</i>, 19 (Epic Poetry) <i>The Tragedy of Macbeth</i>, 260, 281, 297, 315, 335 (Drama) “Poetry Collection: Sonnets by William Shakespeare”, 374 (Poetry)</p>

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<ul style="list-style-type: none"> • Eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature with themes and topics from similar eras 	<p><i>myPerspectives</i>, Grade 12, focuses on an examination of British and World Literature. For related material see:</p> <p>SE/TE: <i>from Beowulf</i>, 19 (Epic Poetry) <i>The Tragedy of Macbeth</i>, 260, 281, 297, 315, 335 (Drama) “from <i>Gulliver’s Travels</i>”, 441 (Novel Excerpt) “Araby”, 505 (Short Story) “from <i>Mrs. Dalloway</i>”, 617 (Novel Excerpt)</p>
<ul style="list-style-type: none"> • Texts in a wide range of artistic mediums and representations 	<p>SE/TE: <i>from Beowulf</i>, 19 (Epic Poetry) “from <i>Beowulf</i>”, 51 (Media: Graphic Novel) <i>The Tragedy of Macbeth</i>, 260, 281, 297, 315, 335 (Drama) “The Tragedy of Macbeth, Act V, Scene i”, 355 (Media: Audio Performances) “Poetry Collection: Sonnets by William Shakespeare”, 374 (Poetry)</p>
<p>1d. The range of informational texts include:</p>	
<ul style="list-style-type: none"> • U.S. seminal documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) 	<p><i>myPerspectives</i>, Grade 12, focuses on an examination of British and World Literature. For supporting content please see:</p> <p>SE/TE: “from <i>A History of the English Church and People</i>”, 731 (History)</p>
<ul style="list-style-type: none"> • Texts in varied media and formats 	<p>SE/TE: “from <i>Beowulf</i>”, 51 (Media: Graphic Novel) “How Did Harry Patch Become an Unlikely WWI Hero?”, 97 (Media: Interactive Website) “The Prologue from <i>The Canterbury Tales: The Remix</i>”, 161 (Media: Video) “The Tragedy of Macbeth, Act V, Scene i”, 355 (Media: Audio Performances) “from <i>Gulliver’s Travels Among the Lilliputians and the Giants</i>”, 453 (Media: Film) “When Memories Never Fade, the Past Can Poison the Present”, 659 (Media: Radio Broadcast) “from <i>History of Jamaica</i>”, 739 (Media: Website)</p>

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<p>1e. Student reading materials contain a range of increasingly challenging selections that allow teachers to build students’ ability to comprehend complex text and expand vocabulary throughout the school year.</p>	<p>At the 12th grade level, <i>myPerspectives</i> contains selections that are at the level of text complexity required of the standards. The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success in reading texts of increasing complexity.</p> <p><i>Text Complexity Rubrics</i> in the Teacher’s Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students so all students are able to access the same text.</p> <ul style="list-style-type: none"> Appendix A of the Common Core State Standards identifies three dimensions for evaluating text complexity: quantitative, qualitative, and reader-task relations. In the Teacher's Edition, for every main selection, a Text Complexity Rubric provides a Lexile (a quantitative measure of complexity), as available, and ranks the selection in terms of qualitative factors identified in Appendix A. In addition, for each main text, the Text Complexity rubrics suggest two reader-task relations that teachers can use to inflect the complexity of the text, again per Appendix A. <p>See the following examples (units for the Text Complexity Rubrics in the Teacher’s Edition and Anchor Texts):</p> <p>TE: Personalize for Learning: <i>The Tragedy of Macbeth Act I</i>, 250C; Personalize for Learning: <i>The Tragedy of Macbeth Act II</i>, 280C; Personalize for Learning: <i>Lines Composed a Few Miles Above Tintern Abby from The Prelude</i>, 552C; Teaching: <i>Ode to a Nightingale Ode to the West Wind</i>, 570-576; Teaching: from <i>Frankenstein</i>, 585-596</p>

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ALIGNMENT CRITERION II. QUESTIONS AND TASKS SUPPORT STUDENT LEARNING	
<i>Questions posed to students in the materials under review should support student learning in building reading comprehension, in finding and producing the textual evidence to support responses, and in developing grade-level academic language (IMET) and domain-specific words and phrases. Texts for grades eleven and twelve students must include text-dependent questions that require the use of higher order thinking skills. There should be a range of questions that require students to attend to the author’s language as his/her vehicle for conveying meaning, as well as to support specific inferences with explicit details from the text. Most questions should require that the student refer to the text in several places in order to devise an answer—rather than asking only literal, “right there” types of questions—and should also require the student to compare texts, authors, and opinions (CCSS).</i>	
Literature and Informational Text	
2a. <i>Key Ideas and Details.</i> Questions and tasks require students to explicitly attend to the text, including, but not limited to:	
<ul style="list-style-type: none"> • Citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain 	SE/TE: Cite Textual Evidence (Literary), 44, 45, 81, 91, 154, 155, 186, 194, 212, 277, 293, 294, 311, 331, 332, 380, 431, 432, 433, 446, 447, 457, 477, 485, 500, 512, 522, 564, 565, 578, 579, 598, 599, 620, 632, 642, 754; Cite Textual Evidence (Informational), 186, 194, 212, 396, 655, 661, 700, 701, 712, 741; Make Inferences, 24, 58, 304
<ul style="list-style-type: none"> • Determining two or more themes or central ideas and analyzing their development over the course of a text, including how they interact and build upon one another to produce a complex account or analysis 	SE/TE: Analyze Craft and Structure: Interaction and Development of Ideas, 195; Author’s Perspective: Historical Context, 213; Analyze Arguments, 397; : Analyze Craft and Structure: Impact of Word Choice on Themes, 82, 92; Development of Theme, 381, 478, 486, 755; Literary Movement: Romanticism, 579; Comparing Poems, 488–489, 582–583; Analyze the Text, 564, 578 TE: Analyze Theme, 318; Reflect on Theme, 34 Digital Resources: Grade 12 Common Core Companion Workbook, 15–27, 103–115

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<ul style="list-style-type: none"> Analyzing a complex set of ideas or sequence of events and explaining how specific individuals, ideas, or events interact and develop over the course of the text 	<p>SE/TE: Conventions and Style: Text Structure (chronological order), 188; Analyze Craft and Structure: Interaction and Development of Ideas, 195; Analyze Arguments, 397; Situational Irony, 713; also see: Cite Textual Evidence (Informational), 186, 194, 212, 396, 655, 661, 700, 701, 712, 713, 741; Make Inferences, 24, 58, 304</p> <p>TE: Conclude (Informational), 130, 135, 136, 143, 148, 161, 387, 389, 390, 393, 394, 650, 653, 696, 733, 747</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 116–122</p>
<ul style="list-style-type: none"> Objectively summarizing a text 	<p>SE/TE: Summarizing (examples), 43, 58, 104, 153, 193, 276, 343, 499</p>
<ul style="list-style-type: none"> Analyzing the impact of the author's choices regarding how to develop and relate elements of a story or drama 	<p>SE/TE: Analyze Craft and Structure: The Epic and Epic Hero, 45; Author's Choices: Character Development, 155; Author's Choices: Structure, 312; Imagery and Archetypes, 332; Shakespearean Tragedy, 349; Rhetorical Devices, 502; Forms of Address, 756; Analyze the Text, 154; Speaking and Listening: Oral Recitation, 313</p> <p>TE: Analyze Character, 4, 441; Analyze Characterization, 308, 590; Examine Character, 265; Investigate Character, 262; Explore Character, 317; Explore Characterization, 306; Consider Motivation, 324; Consider Motive, 272; Analyze Plot, 263; Interpret Foreshadowing, 315</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 28–40</p>

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<p>2b. <i>Craft and Structure</i>. Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> • Determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings 	<p>SE/TE: Concept Vocabulary (Literary), 18, 46, 74, 81, 84, 91, 128, 156, 212, 258, 277, 280, 293, 296, 311, 314, 331, 334, 350, 372, 380, 384, 426, 434, 438, 448, 472, 477, 480, 485, 490, 500, 504, 512, 516, 522, 568, 580, 584, 600, 616, 620, 624, 632, 636, 642, 744, 754; Concept Vocabulary (Informational), 178, 186, 190, 194, 198, 212, 396, 690, 702, 704, 714, 730, 735, 744</p> <p>TE: Analyze Figurative Language, 338; Analyze Figurative Language, 558, 629; Analyze a Metaphor, 200; Analyze Analogy and Metaphor, 507; Analyze a Simile, 209; Analyze Extended Metaphors, 340; Technical Vocabulary, 655</p>
<ul style="list-style-type: none"> • Analyzing the impact of specific word choices on meaning and tone, as well as how an author refines the meaning of a key term or terms over the course of a text 	<p>SE/TE: Analyze Craft and Structure: Impact of Word Choice and Themes, 92, 643; Impact of Word Choice, 433, 523; Literary Movement: Romanticism, 565; Figurative Language, 633; Author’s Style: Word Choice, 382</p>
<ul style="list-style-type: none"> • Analyzing how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact 	<p>SE/TE: Author’s Choices: Structure, 45, 278, 294, 312, 621; Symbolism, 501; Sonnets, 381; Narrative Structure, 513; Ode, 579; Literary Movement: Gothic Literature, 599; Conventions and Style: Exclamatory Phrases, 333; Meter and Free Verse, 524; Lyric Poetry, 567; Rhetorical Devices, 644</p> <p>TE: Analyze Rhyme and Meter, 89; Analyze a Flashback, 201; Track Rising Action, 266; Analyze Flashbacks, 617</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 54–60</p>

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<ul style="list-style-type: none"> • Distinguishing what is directly stated in a text from what is really meant by recognizing sarcasm, irony, or satire 	<p>SE/TE: Analyze Craft and Structure: Word Choice and Themes (Tone), 92; Author’s Perspective: Historical Context, 213; Point of View: Satire, 447; Narrative Structure, 513; Conventions and Style: Stylistic Devices, 214</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 61–67</p>
<ul style="list-style-type: none"> • Analyzing and evaluating the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging 	<p>SE/TE: Analyze Craft and Structure: Historical Writing, 187; Interaction and Development of Ideas, 195; Analyze Arguments, 397; Science Journalism, 656; Analyze Point of View and Purpose, 701; Situational Irony, 713; Elements of Historical Writing, 736; also see: Writing: Analyze Argument Model, 62</p> <p>TE: Identify Social Commentary, 135; Analyze Reasoning, 653</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 143–155</p>
<ul style="list-style-type: none"> • Determining an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text 	<p>SE/TE: Analyze Craft and Structure: Author’s Perspective: Historical Context, 213; Analyze Arguments, 397; Science Journalism, 656; Analyze Point of View and Purpose, 701; Situational Irony, 713</p> <p>TE: Identify Social Commentary, 135</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 143–155</p>

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<p>2c. <i>Integration of Knowledge and Ideas</i>. Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> Analyzing multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text 	<p>SE/TE: Comparing Text to Media: Beowulf (Gareth Hinds) 50–59; The Prologue from The Canterbury Tales: The Remix: 160–164; The Tragedy of Macbeth (Act V, Scene i), 354–357; Gulliver’s Travels (film)/Gulliver’s Travels (cover art): 452–457; Comparing Images with Text, 60–61; Comparing a Video Performance with Text, 164–165; Comparing a Text With a Film and Cover Art, 458–459</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 68–74</p>
<ul style="list-style-type: none"> Demonstrating knowledge of foundational works of American literature, including how two or more texts from the same period treat similar themes and topics 	<p><i>myPerspectives</i>, Grade 12, focuses on an examination of British and World Literature. For related material see:</p> <p>SE/TE: <i>from</i> Beowulf, 19 (Epic Poetry) <i>The Tragedy of Macbeth</i>, 260, 281, 297, 315, 335 (Drama) “from Gulliver’s Travels”, 441 (Novel Excerpt) “Araby”, 505 (Short Story) “from Mrs. Dalloway”, 617 (Novel Excerpt)</p>
<ul style="list-style-type: none"> Integrating and evaluating multiple sources of information presented in different media or formats, as well as in words, in order to address a question or solve a problem 	<p>SE/TE: Media/Public Document: Passenger Manifest for the <i>MV Empire Windrush</i>, 216–223; Media/Public Document: When Memories Never Fade, the Past Can Poison the Present, 658–661; Comparing a Text with a Radio Broadcast, 662–663; Comparing Text to Media: <i>from</i> History of Jamaica, 738–741; Comparing Historical Texts, 742–743</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 156–162</p>

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<ul style="list-style-type: none"> Evaluating the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning 	<p>SE/TE: Analyze Legal Meanings and Reasoning (U.S. Constitution & Brown v. Board of Education), R6–R7</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 163–169</p>
<ul style="list-style-type: none"> Analyzing foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features 	<p><i>myPerspectives</i>, Grade 12, focuses on an examination of British and World Literature. For related material see:</p> <p>SE/TE: <i>from</i> Beowulf, 19 (Epic Poetry) <i>The Tragedy of Macbeth</i>, 260, 281, 297, 315, 335 (Drama) “from Gulliver’s Travels”, 441 (Novel Excerpt) “Araby”, 505 (Short Story) “from Mrs. Dalloway”, 617 (Novel Excerpt)</p>
ALIGNMENT CRITERION III. WRITING TO SOURCES AND RESEARCH	
<p><i>The writing standards for each grade level highlight distinctive expectations about student writing. For details on grade-level writing expectations and writing exemplars for grades eleven and twelve, see the Common Core State Standards for English Language Arts and Literacy. The metrics below show key characteristics to look for in your review of materials.</i> 3a. Writing assignments are explicitly connected to what students are reading, and routinely include writing over shorter time frames (a single sitting or a day or two) and extended time frames (for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>3b. Text-dependent questions generally create the foundation for students to address culminating writing tasks, including:</p>	
<ul style="list-style-type: none"> Writing arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence 	<p>SE/TE: Whole Class Performance Task: Write an Argument, 62–69, 360–367; Performance-Based Assessment: Write an Argument, 108–109, 408–409; Writing to Sources: Response to Criticism, 158–159; Argument, 197; Writing to Compare: Argumentative Essay, 164–165; Critical Evaluation, 60–61, 458–459; Evaluative Essay, 662–663; Resources Tool Kit, R8–R13</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 186–196</p>

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<p>• Writing informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content</p>	<p>SE/TE: Whole Class Performance Task: Write an Explanatory Essay, 166–173; Write an Informative Essay, 718–725; Performance-Based Assessment: Write an Explanatory Essay, 232–233; Writing to Sources: Compare-and-Contrast Essay, 94–95, 358–359, 716–717, 742–743; Informative Essay, 582–583; Resources Tool Kit, R14–R19</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 197–208</p>
<p>• Writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured sequences of events</p>	<p>SE/TE: Whole Class Performance Task: Write a Reflective Narrative, 460–467; Write a Personal Narrative, 604–611; Performance-Based Assessment: Write a Reflective Narrative, 534–535; Writing to Sources: Personal Narrative, 602; Resources Tool Kit, R20–R25</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 209–219</p>
<p>3c. Reading materials can serve as models to explore writer’s craft, demonstrate use of domain-specific words and phrases and support student production of grade-level argument, informational, and narrative writing.</p>	<p>SE/TE: Whole Class Performance Task: Write an Argument, 62–69, 360–367; Write an Explanatory Essay, 166–173; Write a Reflective Narrative, 460–467; Write a Personal Narrative, 602–611; Write an Informative Essay, 718–725; ; Writing to Sources, 48, 99, 158, 197, 295, 352, 358, 383, 436, 450, 515, 602, 645</p>

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<p>3d. Materials include explicit support to teachers, either in the teacher’s edition or classroom materials, for writing instruction linked to the grades eleven and twelve writing standards, including:</p>	
<ul style="list-style-type: none"> • Producing clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience 	<p>SE/TE: Whole Class Performance Task: Write an Argument, 62–69, 360–367; Write an Explanatory Essay, 166–173; Write a Reflective Narrative, 460–467; Write a Personal Narrative, 602–611; Write an Informative Essay, 718–725; Quick Write, 9, 105, 109, 119, 129, 243, 405, 419, 531, 545, 669, 683; Writing to Compare, 60–61, 94–95, 164–165, 358–359, 458–459, 488–489, 582–583, 662–663, 742–743; Writing to Sources, 48, 99, 158, 197, 295, 352, 358, 383, 436, 450, 515, 602, 645; Performance-Based Assessment: Argument, 108, 109; Response to Literature, 408–409; Video Explanation, 234; TV Commentary, 410; Dramatic Reading, 536; Elevator Introduction, 674</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 220–226</p>
<ul style="list-style-type: none"> • Developing and strengthening writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience 	<p>SE/TE: Performance Task: Prewriting/ Planning, 63, 167, 361, 461, 605, 719; Drafting, 64, 170, 362, 462, 606, 720; Revising, 66, 172, 364, 464, 610, 724; Editing/ Proofreading, 69, 173, 367, 467, 611, 725; Publishing and Presenting, 69, 173, 367, 467, 611, 725</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 227–233</p>

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<ul style="list-style-type: none"> Using technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information Materials should also guide the teaching of specific components of grades eleven and twelve writing standards 1-3 (See CCSS). 	<p>SE/TE: Enriching Writing with Research, 168–169, 722–723; Research: Passenger Profile, 223; also see: Research Presentation, 49, 603; Podcast, 757; Digital Presentation, 215; Multimedia Presentation, 525; TV Commentary, 410; Video Explanation, 234; Research: Presentation with Graphics, 503</p> <p>TE: Digital Perspectives, 57, 307, 308, 321, 343, 346, 428, 453, 487, 494, 525, 560, 572, 575, 627, 710, 733, 746</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 234–240</p>
<p>3e. Materials provide opportunities and resources for students to conduct short as well as more sustained research projects to answer a question or solve a problem, including:</p>	
<ul style="list-style-type: none"> Narrowing or broadening an inquiry when appropriate, synthesizing multiple sources on the subject and demonstrating understanding of the subject under investigation 	<p>SE/TE: Research to Clarify & Research to Explore, 43, 80, 90, 153, 162, 185, 193, 210, 211, 221, 276, 292, 330, 379, 395, 431, 445, 476, 484, 499, 511, 521, 563, 577, 597, 619, 631, 641, 654, 699, 711, 734, 740, 753; Enriching Writing with Research, 168–169, 722–723; Writing to Compare: Informative Essay, 582–583; Speaking and Listening: Research Presentation, 49, 603; Podcast, 757; Research: Research Overview, 99; Profile, 223; Presentation, 503; Research Report, 635; Conducting Research, R26–R35</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 241–247</p>

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<ul style="list-style-type: none"> • Gathering relevant information from multiple authoritative print and digital sources, using advanced searches effectively and assessing the advantages and disadvantages of each source in terms of the task, purpose, and audience 	<p>SE/TE: Research to Clarify & Research to Explore, 43, 80, 90, 153, 162, 185, 193, 210, 211, 221, 276, 292, 330, 379, 395, 431, 445, 476, 484, 499, 511, 521, 563, 577, 597, 619, 631, 641, 654, 699, 711, 734, 740, 753; Enriching Writing with Research, 168–169, 722–723; Writing to Compare: Informative Essay, 582–583; Speaking and Listening: Research Presentation, 49, 603; Podcast, 757; Research: Research Overview, 99; Profile, 223; Presentation, 503; Research Report, 635; Conducting Research, R26–R35</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 248–261</p>
<ul style="list-style-type: none"> • Integrating information from several sources into the text selectively while avoiding plagiarism or overreliance on any one source 	<p>SE/TE: Provide Appropriate Citations, 720; Avoiding Plagiarism, R32</p>
<ul style="list-style-type: none"> • Following a standard format for citation 	<p>SE/TE: Notes and Citations, 168; Provide Appropriate Citations, 720; Use Footnotes or Endnotes, 721</p>
<ul style="list-style-type: none"> • Drawing evidence from literary or informational texts to support analysis, reflection, or research 	<p>SE/TE: Writing to Compare: Argument, 60-61; Compare Poems, 94–95; Argument/Conclusion, 165; Critical Essay, 489, Writing to Compare: Evaluative Essay, 662-663; Analyze Craft and Structure: Practice, 187; Analyze Arguments (Chart), 397; Elements of Historical Writing: Practice, 736; Write It, 657</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 262–265, 266–269</p>

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ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS	
<i>Even at the upper grades students must be able to recognize and pronounce words fluently in order to focus on the major goal of reading, which is comprehension. Extended foundational skills instruction continues at the secondary school level and includes word analysis skills, the study of linguistic frames, syntax, structures of text, levels of meaning, and academic vocabulary for students who are not reading at grade level. Foundational skills that address the grades eleven and twelve standards will be described in greater depth in Alignment Criterion VII—Scaffolds and Supports.</i>	
ALIGNMENT CRITERION V: LANGUAGE	
<i>The Common Core State Standards for language focus on ensuring that students gain adequate mastery of a range of language skills and applications. Students are expected to meet each year's grade-specific standards and retain or further develop skills, knowledge, and vocabulary gained in preceding grades (CCSS).</i>	
Conventions of Standard English	
5a. There is evidence that grade-level grammar and conventions are addressed using an integrated and contextualized approach in daily instruction. Materials and tasks in grades eleven and twelve are designed to help build student understanding and use of:	
<ul style="list-style-type: none"> • Hyphenation conventions 	<p>SE/TE: Whole-Class Performance Task: Language Development: Conventions: Use Formal Style, 171; Conventions and Style: Hyphenation of Compound Adjectives, 351; Grammar Handbook, R67</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 318–319</p>
<ul style="list-style-type: none"> • Correct spelling 	<p>SE/TE: Whole-Class Performance Task: Language Development: Spell Correctly, 607; Editing/ Proofreading, 69, 173, 367, 467, 611, 725; Grammar Handbook, R67–R68</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 320–321</p>
<ul style="list-style-type: none"> • The ability to resolve issues of complex or contested usage, understanding that the conventions of standard English can change over time and consulting references as needed 	<p>SE/TE: Conventions and Style: Changing Usage, 196; Word Study: Etymology and Usage: <i>myriad</i>, 702; also see: Grammar Handbook, R60–R68</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 316–317</p>

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<p>Knowledge of Language</p>	
<p>5b. Text supports instruction on:</p>	
<ul style="list-style-type: none"> • Understanding how language functions in different contexts 	<p>SE/TE: Conventions and Style: Coordinating Conjunctions, 83; Prepositions and Prepositional Phrases, 93; Quotation, 398; Verb Mood, 479; Clauses and Loose Sentences, 514; Using Dashes for Effect, 622; Technical Writing and Audience, 657; Forms of Address, 756; Diction and Voice, 782; Whole-Class Performance Task: 363</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 322–323</p>
<ul style="list-style-type: none"> • Making effective choices for meaning or style 	<p>SE/TE: Technical Writing and Audience, 657; Forms of Address, 756; Diction and Voice, 782; Whole-Class Performance Task: 363</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 322–323</p>
<ul style="list-style-type: none"> • Varying syntax for effect and applying an understanding of syntax to the study of complex texts 	<p>SE/TE: Conventions and Style: Using Syntax for Elaboration, 47; Clauses in Periodic Sentences, 435; Clauses and Loose Sentences, 514; Whole-Class Performance Task: 363</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 322–323</p>

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<p>Vocabulary Acquisition and Use</p>	
<p>5c. The materials provide context, support, and strategies for teaching vocabulary acquisition skills, including:</p>	
<ul style="list-style-type: none"> • Using context clues to unlock the meaning of words 	<p>SE/TE: Context Clues, 74, 84, 190, 384, 472, 480, 490, 504, 624, 636, 646, 744; Practice, 81, 91, 186, 194, 212, 311, 396, 457, 500, 512, 522, 655, 754; also see: Word Network, 7, 117, 241, 417, 543, 681</p> <p>TE: Concept Vocabulary, 191, 375, 377, 386, 483, 494, 508, 509, 627, 628, 732, 747, 748; Vocabulary Development, 25, 138, 568; Context Vocabulary, 28</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 324–325</p>
<ul style="list-style-type: none"> • Identifying and using patterns of word changes that indicate different meanings or parts of speech (for example, <i>conceive</i>, <i>conception</i>, <i>conceivable</i>) 	<p>SE/TE: Word Study, 81, 212, 311, 380, 434, 448, 485, 500, 512, 620, 642, 655, 735, 754; Conventions and Style, 435</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 326–327</p>
<ul style="list-style-type: none"> • Consulting general and specialized reference materials to determine pronunciation or verify the meaning of words 	<p>SE/TE: Word Study, 46, 91, 156, 186, 277, 293, 311, 434, 448, 477, 522, 566, 600, 702, 714, 754; Concept Vocabulary, 178, 190, 198, 372, 384, 504, 620, 624, 632, 642, 735, 744; Academic Vocabulary, 5, 115, 239, 415, 539, 677; Conventions and Style, 196, 351</p> <p>TE only: Personalize for Learning, 592, 709; Vocabulary Development, 25, 580, 636</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 328–329</p>

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<p>5d. The materials provide embedded opportunities for students to encounter and develop an understanding of figurative language, word relationships, and nuances in word meanings, including examples of hyperbole and paradox.</p>	<p>SE/TE: Word Study: Antonyms, 331; First Read: Poetry, 552; Analyze Craft and Structure: Literary Movement: Romanticism, 565; Conventions and Style: Author’s Choices, 581; Author’s Choices: Literary Movement: Gothic Literature, 599; Elliptical Sentences, 601; Impact of Word Choice and Themes, 643; First Read: Fiction, 636; Voice and Development of Ideas, 703; Formal and Informal Language, 715</p> <p>TE: Analyze Figurative Language, 338; Analyze Figurative Language, 558, 629; Analyze a Metaphor, 200; Analyze Analogy and Metaphor, 507; Analyze a Simile, 209; Analyze Extended Metaphors, 340; Analyze Imagery, 374, 498; Analyze Personification, 430; Explore Literary Devices, 261; Interpret Imagery, 474; Investigate Symbolism and Imagery, 291</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 332–335</p>
<p>ALIGNMENT CRITERION VI: SPEAKING AND LISTENING</p>	
<p><i>To be CCSS-aligned, speaking and listening must be integrated into lessons, items, and tasks. These must reflect a progression of communication skills required for college- and career-readiness, as outlined in the standards (see IMET). If grades eleven and twelve students are able to listen objectively to others, evaluate what they are learning, refine their opinions based on their reflections, and voice their own confusion/misunderstandings, their learning becomes deeper and more meaningful. They are exposed, at this level, to varied opinions, and must learn how to determine the validity of evidence provided by others as well as to provide evidence for their own choices and opinions (CCSS).</i></p>	
<p>6a. <i>Comprehension and Collaboration.</i> Materials provide a language framework for student participation in academic conversations, including the ability to:</p>	
<ul style="list-style-type: none"> • Prepare for a collaborative discussion, having read and researched material under study and other research on a topic or issue 	<p>SE/TE: Prepare for Discussion, 94; Speaking and Listening: Discussion, 189; Role Play, 279; News Report, 353; Comparison of Poetry, 437; Panel Discussion, 525, 623; Comparing Poems, 488–489; Performance-Based Assessment, 111, 235, 411, 537, 675</p>
<ul style="list-style-type: none"> • Work with peers to promote civil, democratic discussions and decision-making, setting clear goals and deadlines and establishing individual roles as needed 	<p>SE/TE: Speaking and Listening: Discussion, 189; Present and Discuss 477; Panel Discussion, 623; Small-Group Performance Task, 224, 400</p>

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<ul style="list-style-type: none"> • Propel conversations by posing and responding to questions that probe reasoning and evidence, ensuring a hearing for a full range of positions on a topic or issue 	<p>SE/TE: Role Play, 279; News Report, 353; Present and Discuss 477; Panel Discussion, 525; Prepare to Compare, 742; Writing to Compare, 742–743; Small-Group Performance Task, 526, 664, 665</p>
<ul style="list-style-type: none"> • Clarify, verify, or challenge ideas and conclusions, promoting divergent and creative perspectives 	<p>SE/TE: Speaking and Listening: Discussion, 189; Analyze the Speech, 313; Debate, 623; Small-Group Performance Task: Present a Reader’s Theater, 224–225; Present an Argument, 100–101, 400–401</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 290–296</p>
<ul style="list-style-type: none"> • Respond thoughtfully to diverse perspectives 	<p>SE/TE: Comparison of Poetry, 437; Small-Group Performance Task: Present an Argument, 100</p>
<ul style="list-style-type: none"> • Integrate multiple sources of information presented in diverse formats and media 	<p>SE/TE: Speaking and Listening: Prepare a Research Presentation, 49, 603; Analyze the Media, 59, 163, 272, 357, 457, 661</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 286–289</p>
<ul style="list-style-type: none"> • Evaluate the speaker’s point of view 	<p>SE/TE: Speaking and Listening: Discussion, 189; Analyze the Speech, 313; Debate, 623; Small-Group Performance Task: Present a Reader’s Theater, 224–225; Present an Argument, 100–101, 400–401</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 290–296</p>

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<ul style="list-style-type: none"> • Use accurate, general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career level 	<p>SE/TE: Whole Class Performance Task: Present an Argument, 100–101, 400–401; Present a Reader’s Theater, 224–225; Present a Reflective Narrative, 526–527; Present a Personal Narrative, 664–665; Present a Panel Discussion, 768–769; Performance-Based Assessment: Speech, 110; Video Explanation, 234; TV Commentary, 410; Dramatic Reading, 536; Elevator Introduction, 674; Speaking and Listening, 49, 159, 189, 215, 279, 313, 352, 399, 437, 451, 525, 603, 623, 757; Discuss It, 2, 106, 111, 112, 230, 235, 236, 275, 347, 406, 411, 412, 519, 532, 537, 538, 573, 670, 675, 676, 749; Present and Discuss, 59, 81, 91, 98, 163, 186, 212, 222, 357, 380, 396, 477, 485, 500, 512, 522, 620, 632, 642, 655, 671, 735, 741, 754, 764</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 306–312</p>
<p>6b. <i>Presentation of Knowledge and Ideas.</i> Materials provide a language framework for student planning of effective presentations, focusing on:</p>	
<ul style="list-style-type: none"> • How to present information and findings, supporting evidence clearly, concisely, and logically so that a listener can follow the line of reasoning and that the organization, development, substance, and style are appropriate to purpose, audience, and task 	<p>SE/TE: Whole Class Performance Task: Present an Argument, 100–101, 400–401; Present a Reader’s Theater, 224–225; Present a Reflective Narrative, 526–527; Present a Personal Narrative, 664–665; Present a Panel Discussion, 768–769; Performance-Based Assessment: Speech, 110; Video Explanation, 234; TV Commentary, 410; Dramatic Reading, 536; Elevator Introduction, 674; Oral Presentation, 794; Digital Presentation, 215; Debate, 189, 623; Role-Play, 189, Soliloquy, 279; Oral Presentation, 623; Oral Recitation, 313; Panel Discussion, 189, 399; Multimedia Presentation, 525</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 297–303</p>

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<ul style="list-style-type: none"> • How to strategically use digital media in presentations 	<p>SE/TE: Research Presentation, 49, 603; Podcast, 757; Digital Presentation, 215; Multimedia Presentation, 525; TV Commentary, 410; Video Explanation, 234; Small-Group Performance Task, 101; Performance-Based Assessment, 234, 674; Research: Presentation with Graphics, 503</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 304–305</p>
<ul style="list-style-type: none"> • How to adapt speech to a variety of contexts and tasks 	<p>SE/TE: Whole Class Performance Task: Present an Argument, 100–101, 400–401; Present a Reader’s Theater, 224–225; Present a Reflective Narrative, 526–527; Present a Personal Narrative, 664–665; Present a Panel Discussion, 768–769; Performance-Based Assessment: Speech, 110; Video Explanation, 234; TV Commentary, 410; Dramatic Reading, 536; Elevator Introduction, 674; Speaking and Listening, 49, 159, 189, 215, 279, 313, 352, 399, 437, 451, 525, 603, 623, 757; Discuss It, 2, 106, 111, 112, 230, 235, 236, 275, 347, 406, 411, 412, 519, 532, 537, 538, 573, 670, 675, 676, 749; Present and Discuss, 59, 81, 91, 98, 163, 186, 212, 222, 357, 380, 396, 477, 485, 500, 512, 522, 620, 632, 642, 655, 671, 735, 741, 754, 764</p> <p>Digital Resources: Grade 12 Common Core Companion Workbook, 306–312</p>

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ALIGNMENT CRITERION VII: SCAFFOLDING AND SUPPORTS	
<p><i>While scaffolds are not a part of the standards themselves, it is important to support teachers in meeting the needs of the range of students in their classrooms.¹ In order to meet the reading, speaking, and writing needs of all grades eleven and twelve students, the materials must include supports for students to comprehend texts at the grades eleven through twelve text complexity band, as well as at the college and career level. Supports and scaffolds should draw students back to the text and provide strategies for vocabulary acquisition. All scaffolding and support requires ongoing formal and informal assessments that provide multiple opportunities for students to demonstrate their proficiency and inform instruction. As stated in the IMET, it is important to note that scaffolding is not just intended for struggling students, but also for students who are ready for above grade-level work. As text complexity increases, and tasks get increasingly challenging, the need for appropriate scaffolds for above grade-level access is equally important (CCSS).</i></p>	
7a. The texts promote differentiated instruction and instructional conversations about text to support student learning of:	
<ul style="list-style-type: none"> • Academic language 	<p>Unit Opener: Academic Vocabulary, 5, 115, 239, 415, 539, 677 Academic Vocabulary (examples), 108, 232, 360, 363, 534, 672, 718, 776</p> <p>Digital Resources: myPerspectivesPlus ELA Grades 6–12>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons>Grade 11-12 General Academic Vocabulary>Try It >Apply It</p>
<ul style="list-style-type: none"> • Linguistic frames 	<p>TE only: English Language Support, 104, 285, 367, 701; Author’s Perspective, 169</p>
<ul style="list-style-type: none"> • Repeated grammatical structures and language 	<p>Conventions and Style, 47, 83, 93, 157, 188, 196, 214, 333, 351, 398, 435, 449, 479, 487, 514, 524, 567, 581, 601, 622, 634, 644, 657, 703, 715, 737, 756, 766; Vocabulary and Conventions Connection, 48, 158, 358, 436, 450, 602; Language Development: Conventions, 65, 171, 609; Handbook R60–R68</p>

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7b. The materials include student supports such as:	
<ul style="list-style-type: none"> Multiple digital and media versions of texts 	<p>SE/TE: <i>from</i> Beowulf, 19 (Epic Poetry) <i>from</i> Beowulf, 51 (Media: Graphic Novel)</p> <p><i>The Tragedy of Macbeth</i>, 260, 281, 297, 315, 335 (Drama) "The Tragedy of Macbeth, Act V, Scene i", 355 (Media: Audio Performances)</p> <p>"from Gulliver's Travels", 441 (Novel Excerpt) "from Gulliver's Travels Among the Lilliputians and the Giants", 453 (Media: Film)</p>
<ul style="list-style-type: none"> Illustrations 	<p>SE/TE: "from Beowulf", 51 (Media: Graphic Novel)</p> <p>Illustrations (examples), 19, 26, 78, 129, 133, 137, 144, 191, 255, 260, 473</p>
<ul style="list-style-type: none"> Graphs and charts 	<p>SE/TE: Charts (examples), 10, 47, 60, 70, 100, 165, 174, 294, 368, 501, 581, 601, 635, 726</p>
<ul style="list-style-type: none"> Maps and photographs 	<p>SE/TE:</p> <p>Maps Map of Europe, 13 Research: Illustrated Map, 503</p> <p>Photographs Photographs (examples), 200, 315, 335, 691, 705</p> <p>TE: Challenge: Map Making, 442</p>

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<ul style="list-style-type: none"> • Visual cues/notes that draw attention to words in the text that signal sequence or offer clues to meaning (i.e., where, when, and how key events occur) 	<p>Text- dependent and text-specific questions provided in the Teacher’s Edition include the Closer Look questions, in which students explore the content of the selections. First Read charts highlight strategies student can use for comprehension.</p> <p>See the following examples:</p> <p>SE/TE: First Read, 18, 190, 258, 490, 504 Analyze Craft and Structure: Author’s Perspective: Historical Context, 213; Development of Theme, 486; Closer Look, 20, 23, 77, 136, 206, 321, 389, 637, 747; Close Read, 133, 139, 271, 282, 571, 576, 593, 705</p>
<p>7c. The materials are designed to support teacher instruction by use of:</p>	
<ul style="list-style-type: none"> • Explicit instructional directions accompanied by materials that are clearly aligned to stated goals and objectives that build student ability to read and comprehend grade-level text. 	<p>The Teacher’s Edition has everything need for planning and instruction. Grade 12 includes a Teacher Edition that include explicit instructional directions with clear goals and objectives.</p> <p>At the 12th grade level, <i>myPerspectives</i> includes selections that are scaffolded through instruction and modeling of skills, through point-of-use prompts accompanied by scaffolded, step-by-step support in the Teacher's Edition, and through carefully scaffolded post-reading questions leading from basic understanding and reasoning to deeper insight and higher-level cognition to effective expression that includes writing and speaking and listening.</p> <p>See the following examples:</p> <p>TE: Teaching: Comprehension Check, 43, 80, 162, 221, 347, 395, 499, 563, 734 Standards Support Through Teaching and Learning Cycle, 16D, 126D, 250D, 438D Standards, 95, 156, 280, 314, 366</p>

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<p>(Continued)</p>	<p>(Continued) Trade book Lesson Plans in myPerspectivesPlus, include assessments that accompany lessons associated with trade book titles. In addition, myPerspectivesPlus, includes the <i>myPerspectives Professional Development</i> that brings together the art and science of teaching with innovative professional suggestions to help teachers reimagine their craft.</p>
<ul style="list-style-type: none"> • Strategies to gradually increase difficulty as students' comprehension skills strengthen 	<p>At the 12th grade level (and above grade level), <i>myPerspectives</i> consistently supports a multi-draft reading strategy, in which students of all levels can directly experience the complexity of the text. First Read is for basic meaning where students utilize strategies like Notice, Annotate, Respond, and Connect to understand what they just read. During the second Close Read, students analyze key ideas and details and craft and structure – they are engaging in Making Meaning, Language Development, and Effective Expression.</p> <p>Each selection includes instruction in reading skills appropriate to the grade level. The application of the skill for Making Meaning is modeled with an excerpt in Close Read the Text section after the selection. Skills support threads through the selection with point-of-use skills prompts. The Making Meaning, Language Development, and Effective Expression questions after each selection provide opportunities for students to affirm and extend mastery.</p>

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<p>(Continued)</p>	<p>(Continued) See the following examples:</p> <p>TE: Teaching: <i>The Tragedy of Macbeth Act I; First Read</i>, 258; Teaching: <i>The Tragedy of Macbeth Act II; Close Read</i>, 282; Teaching: <i>Lines Composed a Few Miles Above Tintern Abby from The Prelude; Making Meaning, Personalize for Learning: Strategic Support</i>, Unit 5: 564; Teaching: <i>Ode to a Nightingale Ode to the West Wind, Language Development</i>, 580; Teaching: <i>from Frankenstein; Effective Expression</i>, 602</p> <p>The digital resources in myPerspectivesPlus, contain a short story collection called the <i>Reading Street Sleuth</i> which provides reading material written with a readability higher than grade level.</p>
<ul style="list-style-type: none"> • Strategies to support student acquisition of knowledge supporting specific common core standards 	<p>Activities throughout the Teacher’s Edition include strategies and activities for students to reach the listed objectives. For a detailed examination of <i>myPerspectives</i> fulfilling the common core standards see Alignment Criterion II–VI of this document.</p>

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<p align="center">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grades 11-12</p>	<p align="center">myPerspectives English Language Arts Grade 12</p>
<p>• Clear and detailed teacher directions and guidance for introducing new concepts and skills</p>	<p><i>myPerspectives</i> creates opportunities for student success with the Whole-Class and Small-Group Learning activities. The all-in-one Teacher’s Edition has everything need for planning and instruction. The predictable routines for teaching and learning provide a supportive and nurturing environment that empowers students to become independent learners.</p> <p>See the following examples:</p> <p>TE: Planning, 126A–126D, 190A–190D, 372A–372D, 504A–504D; Teaching with Trade Books, T38–T49; Whole-Class Learning, 16A–49, 126A–159, 250A–279, 426A–437, 438A–451, 584A–603; Small-Group Learning, 84A–95, 178A–189, 372A–383, 384A–399, 490A–503, 624A–635; Independent Learning, 102–105, 402–405, 528–531, 770–773; Performance Task: Write a Reflective Narrative, 460–467; Write a Personal Narrative, 602–611; Write an Informative Essay, 718–725; Performance-Based Assessment, 108, 232, 408, 534, 672, 776</p>

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ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grades 11-12	myPerspectives English Language Arts Grade 12
<ul style="list-style-type: none"> • Clear guidance for documenting student progress toward meeting grade-level standards 	<p>Pearson's <i>myPerspectives</i> integrates daily routines and informal opportunities to measure student understanding and monitor progress. Formal and informal assessments are offered for each selection in the program. Teacher Edition side-notes include Close Read and Closer Look activities allowing immediate assessment opportunities. Personalize for Learning allow teachers to monitor student progress on skills and standards taught each week. Skills and standards are assessed each week with Comprehension, Vocabulary, and Writing activities.</p> <p>Performance tasks are integrated for careful analyses of text through discussion and writing based activities that are strategically incorporated to compliment text. Formal assessments include a Beginning-of-Year Test, Mid-Year Test, End-of Year Test, Selection Tests, and Unit Tests.</p> <p>See the following examples:</p> <p>TE: Close Read, 133, 139, 271, 282, 571, 576, 593, 705; Closer Look, 20, 23, 77, 136, 206, 321, 389, 637, 747; Performance Tasks, 460–467; Writing to Sources, 352, 358, 383, 436; Personalize for Learning, 80, 93, 159, 202, 239, 283, 316, 353, 389, 397, 429, 479, 549, 590, 703</p>

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<p>7d. The materials provide support for student learning through varying modalities (i.e., there are provisions for print, digital, and other multimedia sources for information attainment).</p>	<p>Pearson's <i>myPerspectives</i> is a comprehensive print and digital language arts program integrating the latest research in the field with a student centered curriculum that encourages learning through different modalities.</p> <p>Within each unit, print and digital interactive texts have been chosen that encourage careful reading and include informational texts and literature. <i>myPerspectives</i> Digital includes the interactive edition, audio editions, videos, and assessments.</p> <p>myPerspectivesPlus includes hundreds of additional teacher resources instructors can use to customize your lessons. Interactive lessons, grammar tutorials, digital novels, and more are student-facing to allow students to work independently.</p> <p>See the following examples:</p> <p>TE: Overview of the Interactive Student Edition, T20–T21; Resources for Flexibility, T34–T35 “from Beowulf”, 51 (Media: Graphic Novel) “How Did Harry Patch Become an Unlikely WWI Hero?”, 97 (Media: Interactive Website) “The Prologue from The Canterbury Tales: The Remix”, 161 (Media: Video) “The Tragedy of Macbeth, Act V, Scene i”, 355 (Media: Audio Performances) “from Gulliver’s Travels Among the Lilliputians and the Giants”, 453 (Media: Film) “When Memories Never Fade, the Past Can Poison the Present”, 659 (Media: Radio Broadcast) “from History of Jamaica”, 739 (Media: Website) Teaching with Trade Books, T38–T49</p>

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<p>7e. The materials include assessments along with:</p>	
<ul style="list-style-type: none"> • Suggestions for next steps to address a spectrum of performance levels and needs based on assessment results 	<p><i>myPerspectives</i> includes print and online assessment options. The resulting data helps teachers to measure student progress and inform instruction.</p> <p>Summative Assessments include the following:</p> <ul style="list-style-type: none"> • <i>Performance-Based Assessment</i> allows students to demonstrate their learning by pulling together the content knowledge, process skills, and learning. • <i>Beginning-of-Year Test</i> determine each students' starting profile allowing teachers to plan which standards need focus. • <i>Unit Tests</i> allow students to apply standards taught in the unit with new texts. These tests provide an opportunity to remediate. • <i>Mid-Year Test</i> monitor student progress on skills and standards taught in the first half of the year. • <i>End-of-Year Test</i> monitor student progress on skills and standards taught through the course of the year. <p>PearsonRealize™ Online Assessment allows teachers to edit/add questions to an existing test or build an original test. Reports gather and track usage and students' growth on grade-level standards and skill.</p> <p>Grade 12: Assessment Overview, T26–T27 Performance-Based Assessment, 108, 232, 408, 534, 672, 776</p>

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<ul style="list-style-type: none"> • Opportunities for students to demonstrate their expertise through the use of performance tasks 	<p>SE/TE: At the end of each unit in <i>myPerspectives</i> Grade 12, students can demonstrate understanding of acquired knowledge through performance based activities called Performance Tasks. Performance tasks are integrated for careful analyses of text through discussion and writing based activities that are strategically incorporated to compliment text.</p> <p>See the following examples:</p> <p>Performance Task: Writing Focus: Write an Argument, 62–69, 360–367; Write an Explanatory Essay, 166–173; Write a Reflective Narrative, 460–467</p> <p>Performance Task: Speaking and Listening Focus: Present an Argument, 100–101, 400–401; Present a Reader’s Theater, 224–225; Present a Reflective Narrative, 526–527</p>
<ul style="list-style-type: none"> • Pieces of challenging and complete text that can be used to assess student understanding and next instructional steps 	<p>Pearson's <i>myPerspectives</i> offers texts at a variety of complexity levels. Each grade level includes a wide variety of reading genres and grade-appropriate subjects related to the thematic unit, essential question, and concepts.</p> <p>The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole-Class and Small-Group learning.</p> <p>Teaching with Trade Books provide students with another perspective on the topic. Trade Book lesson plans are available online in MyPerspectivesPlus.</p> <p>See the following examples: TE: Teaching with Trade Books, T38–T49; Whole-Class Learning, 16A–49, 126A–159, 250A–279, 426A–437, 438A–451, 584A–603; Small-Group Learning, 84A–95, 178A–189, 372A–383, 384A–399, 490A–503, 624A–635; Independent Learning, 102–105, 402–405, 528–531, 770–773</p>

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<ul style="list-style-type: none"> • Reading selections and questions that progress in a logical sequence for gradual release 	<p>At the 12th grade level (and above grade level), <i>myPerspectives</i> consistently supports a multi-draft reading strategy, in which students of all levels can directly experience the complexity of the text.</p> <p>Each selection includes instruction in reading skills appropriate to the grade level. The application of the skill for Making Meaning is modeled with an excerpt in Close Read the Text section after the selection. Skills support threads through the selection with point-of-use skills prompts. The Making Meaning, Language Development, and Effective Expression questions after each selection provide opportunities for students to affirm and extend mastery.</p> <p>See the following examples:</p> <p>TE: Teaching: <i>from Beowulf; First Read, 18; Teaching: The Prologue from The Canterbury Tales: Close Read, 154; Teaching: The Tragedy of Macbeth Act I; First Read, 258; Teaching: from Frankenstein; Effective Expression, 602</i></p>

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ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grades 11-12	myPerspectives English Language Arts Grade 12
<ul style="list-style-type: none"> • Enrichment tasks for students who are on target for meeting grade-level expectations 	<p>At the 12th grade level, in <i>myPerspectives</i>, materials include accessible Personalize for Learning: Challenge activities at the bottom of various lesson pages that encourage students to go beyond the text and explore new avenues of study. The Planning pages for each selection includes Text Complexity Rubrics for reading support of diverse learners in the classroom. The Decide and Plan section includes Challenge lessons that provide students activities that can go beyond a simple interpretation of the text.</p> <p>In addition, Independent Learning selections, accessible via the interactive Student Edition includes challenging high-interest selections.</p> <p>See the following examples in the Teacher’s Edition:</p> <p>Decide and Plan, 16C, 126C, 250C, 438C Personalize for Learning: Challenge, 43, 80, 99, 211, 264, 270, 283, 330, 389, 696</p>

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<p>• Steps to take when evidence suggests that students are starting to fall behind</p>	<p>Not all students learn the same way, or begin their learning with the same set of skills and experiences. For this reason, Pearson’s <i>myPerspectives</i> provides specific supports for adapting instruction to allow teachers to guide all students to meet grade-level standards.</p> <p>At the 12th grade level, in <i>myPerspectives</i>, materials include accessible Personalize for Learning activities that provide students opportunities to work with each unit topic, assisting students through and with writing, parts of speech and cultural context. <i>myPerspectives</i> provides ELL Language Support throughout lessons to assist students who do not speak English as a first language. Learning strategies are noted and suggested at the bottom of various lesson pages for reference, specifically noting ways for students to grasp language that may be content specific or unfamiliar to them as they read the text.</p> <p>Helpful strategies are provided within each text to support teachers as they delve into the lessons. These strategies include:</p> <p>TE: Personalize for Learning: English Language Support: Writing an Argument, 395; Cognates, 580 Personalize for Learning: Strategic Support, 564</p> <p>The digital resources in <i>myPerspectives Plus</i>, include contain a supply of various materials that can engage English Language Learners.</p> <p>Reading materials called QReads engage reading, listening, and writing skills with a structure that allows for progression from one level to another; these activities can assist teachers as they work with students to effectively acquire their reading skills. These activities allow for ELL Support and reading development for varying reading levels.</p>

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